

## ESEA FLEXIBILITY TURNAROUND PRINCIPLES

**Turnaround Principles:** Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following “turnaround principles” and selected with family and community input:

1. providing **strong leadership** by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
2. ensuring that **teachers** are **effective** and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
3. **redesigning** the school day, week, or year to include additional **time** for student learning and teacher collaboration;
4. **strengthening** the school’s **instructional** program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
5. **using data** to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
6. establishing a **school environment** that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
7. providing ongoing mechanisms for **family and community engagement**.

*A priority school that implements one of the four SIG models is implementing an intervention that satisfies the turnaround principles. An SEA may also implement interventions aligned with the turnaround principles as part of a statewide school turnaround strategy that allows for State takeover of schools or for transferring operational control of the school to another entity such as a recovery school district or other management organization.*